



COLORADO COMMUNITY
COLLEGE SYSTEM

Colorado Community College System

PERFORMANCE CONTRACT REPORT

**SUBMITTED TO
THE DEPARTMENT OF HIGHER EDUCATION**

DECEMBER 2008

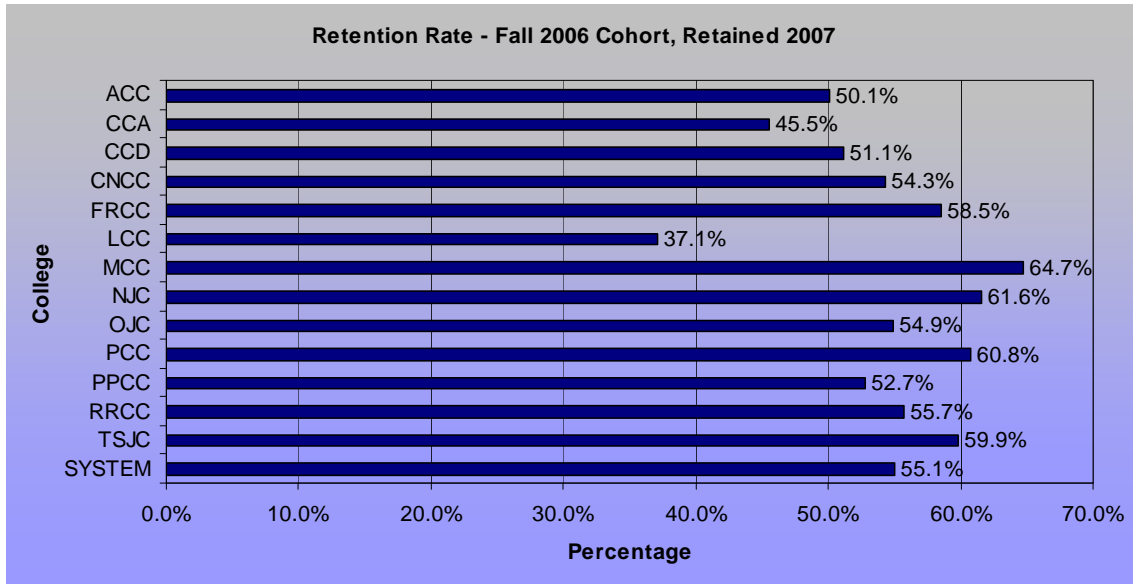


Colorado Community College System Performance Contract Report Enrollment, Retention, and Graduation December 2008

The characteristics of the student population community colleges serve set them apart from their four-year partners. In fact, about 90% of the students CCCS serves do not fall into the first-time, full-time, award-seeking category that is measured in the official retention and graduation rates. Since the remainder of the student body that is captured in these cohorts is such a small percentage, CCCS experiences a lot of volatility in these rates from year to year. Students enroll in community colleges for a variety of reasons, with a significant portion not seeking to complete a formal community college award. Gaining or upgrading job skills, personal enrichment, or earning a few credits prior to transfer to a four-year institution are all common reasons students attend community colleges. In addition, the majority of our students attend part-time, therefore not falling into the cohort definition either. For those students who come with the intention of completing a degree or certificate, Colorado Community College System (CCCS) recognizes the importance of providing a variety of measures to retain these students and assist them in their graduation goals. In addition, CCCS colleges enroll the greatest share of minorities, adults (CDHE 2001-05 In-State Diversity Report (Age)), and other non-traditional students of the public institutions in the state. Colorado community colleges have a number of programs in place to reach out to and specifically retain these at-risk and underserved populations.

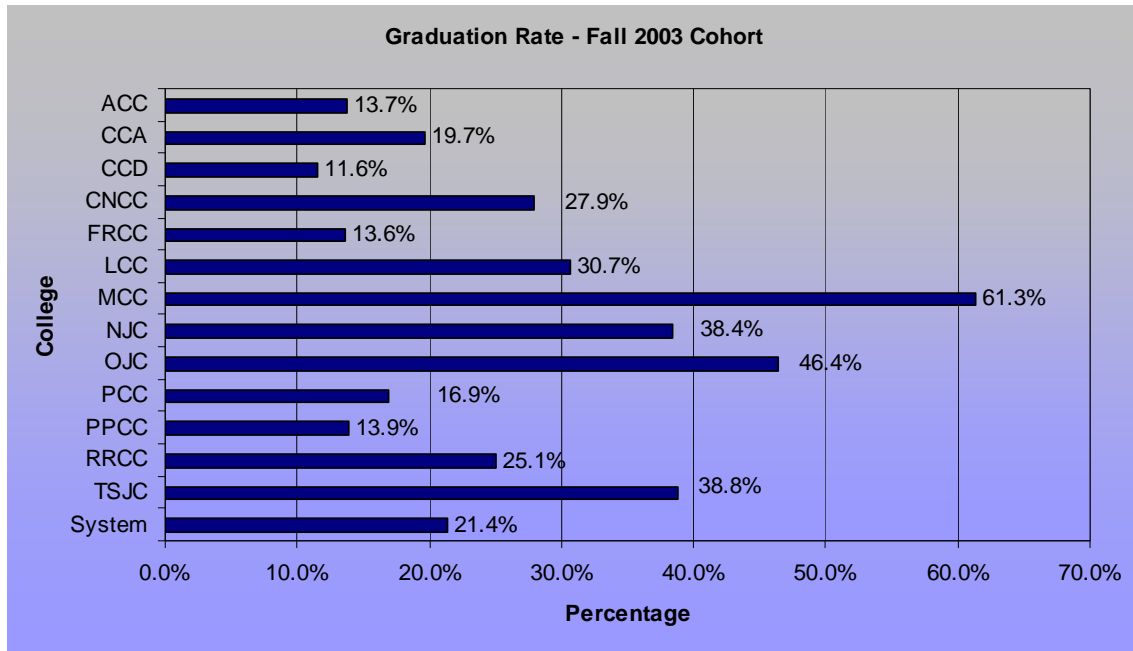
In an effort to obtain feedback from students system-wide, CCCS conducted a currently enrolled student survey last spring. Four areas were addressed: student satisfaction with instruction, assessment and advising, student services, and general satisfaction. Consistent with the community college mission to provide quality, accessible, affordable education, more than 85% of students responded that their college was highly committed to quality of education and more than 70% indicated the college was committed to older learners. 92% of respondents reported that they were satisfied or very satisfied with their community college. The results were overall very positive. Some areas of potential improvement were identified and shared with the individual colleges so these could be addressed to better impact student satisfaction and retention. Some examples of specific efforts that multiple colleges employ to improve student success include mandatory orientation for new students to ensure students are aware of the resources available to them, faculty and student mentoring programs, and early alert systems to identify and connect with struggling or absentee students.

The graph below shows the retention rates for the 2006 cohort retained in 2007. The overall system retention rate of 55.1% exceeds the retention rate goal set in the performance contract of 54.4%.



As part of a grant obtained from the Ford Foundation, the Colorado Community College System Institutional Research Office has been working over the past year to create a student tracking system, enabling longitudinal tracking of students over time. This system will allow for a set of comprehensive analyses in the future to address many robust policy questions, including where students tend to “fall out” during their academic progress. An initial analysis of remedial math students is set to begin in December. In addition, as part of a national trend, CCCS has created career clusters, groupings of occupations with similar skill and educational requirements and clear educational pathways for a chosen occupation. These pathways help students focus on their occupational goals and link what they learn to their future careers, thereby increasing engagement and chance for graduation. Finally, a new program called Degree Works is being implemented system-wide in stages. Degree Works is a computerized degree audit system which enables students to electronically track their progress toward their intended degree and evaluate impact of potential degree changes.

The following chart shows the three year graduation rates for the Fall 2003 cohort. The overall system-wide three-year graduation rate of 21.4% exceeds the goal of 21.2% set in the performance contract. In fact, CCCS overall graduation rate in recent years has been as high as 25.9% and in 2005 Colorado was ranked 8th in the nation in two-year institution graduation rates.



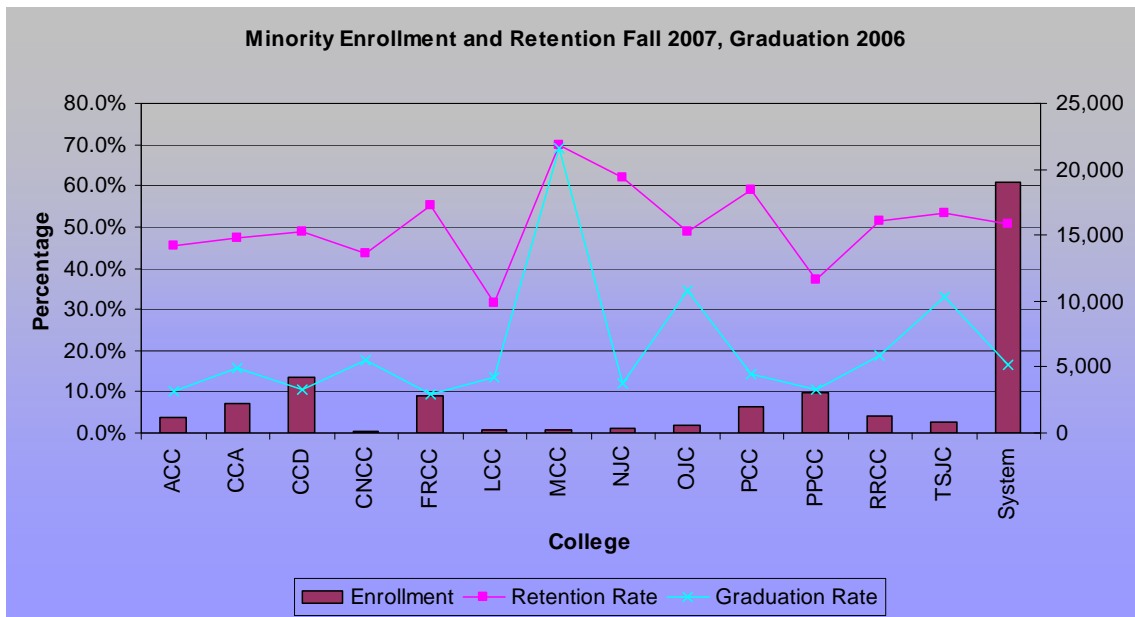
To reach Colorado’s largest minority population, system-level marketing has been conducted targeting Hispanics state-wide. Examples include broadcasts of Spanish-language television commercials in partnership with Azteca America, creation of Spanish-language marketing materials, and outreach in popular Hispanic events such as International Soccer League games and local events such as El Grito.

Three of the system colleges have participated in a Lumina Foundation grant, focusing on improving access and success for academically under-prepared students. The pilot project served more than 700 students and exceeded grant objectives, as well as resulted in innovative changes in the way colleges deliver developmental education. A student-unit cost-benefit analysis tied to the Lumina strategies was developed as part of the project, which will be used to inform the colleges and the system in the strategic planning process with the ultimate goal of improving access and success for underserved students.

Examples of college-level efforts to recruit and retain underserved students include creation of minority-based campus clubs; targeting minority-majority high schools with dual enrollment opportunities; offering scholarship opportunities for specific low-income

populations such as former foster children, GED completers, and high school dropouts; and providing bilingual tutors.

The graph below shows CCCS Minority enrollment Fall 2007, minority retention in Fall 2007 for the Fall 2006 cohort, and graduation in 2006 for the Fall 2003 minority cohort. Graduation data for 2007 not yet available.



The following narratives on college-specific efforts to increase retention and graduation and enrollment, retention and graduation rates for underserved students have been provided directly from the individual college administration.

Goal 1 (1.2): Retention Rate Efforts

Specific examples of retention efforts for first-time, full-time, degree-seeking students at the different colleges include:

Arapahoe Community College

- Cohort tracking (Fall 2006 and 2007) - proactive communication with students.
- Mandatory orientation for first-time degree/certificate students (online, with an advisor or in small or large orientation sessions). This means all new first-time students have some contact with advising before they are allowed to register for classes. 782 students attended Fall and Spring orientations.
- Mandatory Accuplacer Assessment for all new first-time degree/certificate students who do not have ACT/SAT scores.
- Pre-enrollment/transition program was offered Summer 2008 for recent high school graduates; program was coordinated by TRiO staff and Pre-enrollment Services staff to provide information and support to prepare new college students for their first semester at college.
- Early Alert Program: faculty are requested to provide information about no shows and students not attending or doing well in their classes. Advising staff contact these students and provide recommendations of actions they can or should take.
- Mid-Term grading instituted Fall 2008. An email is sent to all students with suggestions of success strategies or other options to improve their grades.
- College Communication Plan developed to notify all students of specific deadlines and retention/success strategies; new students receive additional communication during the first three weeks of the semester to inform them of resources available.
- Student Retention Committee created and distributed a Retention Tips Book (with teaching strategies and classroom management suggestions) to all faculty before the beginning of Fall 2008. Monthly teaching tips are also emailed to faculty at strategic times during the semester. These strategies are essential to retention of new students especially in the first month of class.
- Student Retention Committee has created a three minute DVD of college resources that will be available for all classes to show at the beginning of each semester beginning Spring 2009.



- Revamped and introduced a new Mentoring Alliance program for students to work with faculty and staff in their transition to college. Currently 36 students are working with mentors, most are first time, underserved students in the First Generation & 21st Century Programs.
- Required AAA090 or 101 class for First Generation Scholarship and Diversity Grant recipients.
- Transitions Program conducted in the summer for First Generation, Diversity Grant and 21st Century students.
- Close collaborative working relationship between Director of Advising and Retention and Financial Aid Director to assess and meet financial needs of new students after first semester.
- Advising requirements for First Generation Scholarship recipients (all are cohort students) including progress reports, participating in the mentoring alliance program, pre-enrollment orientations including parents, and use of the Success Center.
- Creation and opening of Student Success Center in Fall 2008 consolidating all tutoring activities into one location (peer tutoring & mentoring, the Writing Center, the Math Lab, Supplemental Instruction, and professional tutoring). The current usage indicates significant increase in students seeking academic assistance.
- Continual expansion of student activities to encourage student engagement with ACC.
- Advising Office has an outreach program for suspended students readmitted to the college.
- Installation of a chat line to provide an alternate channel of communication for all students.
- College benefited from a Retention Assessment by Theresa Farnum. It will provide additional framework for the retention plan that ACC will be developing in the next six months as part of the Strategic Plan.
- The ACC College Ready program reaches into the high schools affecting students who will be first-time college students next year. Statistics indicate that this program is expanding and is being embraced by more high schools in our service area. Specifically, 99 students are currently participating in the College Ready Program through Douglas County School District generating 10.93 FTE for the college with a projected 233 students for the current academic year; ACC is offering 13 different classes at five different sites for the AY 2008-2009; the College Ready initiative helps students prepare for their college careers and provides a pathway into ACC or another Higher Education institution.



- ACC has initiated conversations about the College Ready Programs for 2009/2010 with Littleton Public Schools and Cherry Creek School District in collaboration with Community College of Aurora.
- A Student Opinion Survey will be conducted each fall to provide the college with a report card of strengths and opportunities. Students will be provided feedback from the college about how expressed concerns will be addressed.

Community College of Aurora

The Community College of Aurora (CCA) uses a consistent, integrated strategy to improve student retention. That strategy emphasizes the following:

- Student success is everyone's responsibility. For example, in the summer of 2008, CCA's president announced a one-time bonus pool for college employees if enrollment for 2008-09 was up over five percent from the previous year. She emphasized that retention was as important as recruitment in increasing college enrollment to reach that goal.
- Retention and graduation rates reflect institutional performance. We seek to constantly improve performance in the areas that affect student success. These include advising, instruction, placement, customer service, data management, financial aid, first-year experience, and student life. One way we improve is to cross-train our student services staff extremely well so they can improve customer service and then track and monitor that service.
- The first six weeks of student attendance are critical to engaging and connecting students to the college. To encourage engagement and connection, we use the AAA 101 Freshmen Experience class and front-load student activities early in the fall and spring semesters.

Specific activities to increase retention include the following:

- Faculty use our Early Alert Program to identify and refer students who are having academic difficulty. Academic advisors then contact referred students to pinpoint problems, address needs, and provide referrals to tutoring and other services. Faculty also attend professional development sessions on retention, take student attendance, and emphasize to students how crucial attendance is for success. Faculty in all developmental education sections and all sections of ENG and MAT 121 do a first-day diagnostic to make sure that students are appropriately placed. Department chairs use a database to track student feedback for each instructor.
- The First Generation program (new in 2008) supports first-generation college students through an assigned advisor who monitors their progress and quickly identifies their needs. Students in the program have required advising sessions,

instructional progress reports, and tutoring and student activities. They must also enroll in the AAA 101, the Freshman Experience course, during their first semester.

- Academic advisors use first-time student tracking reports to identify students who may need extra academic support, identify student needs, and remove barriers to student success.
- The college provides free pre-assessment workshops to help students recall skills prior to taking the Accuplacer. Students who do these workshops typically place one course higher in the developmental sequences. We also provide enhanced pre-assessment workshops that allow students to focus on specific skills for review.

CCA is hiring a developmental studies chair to lead a transitional studies plan to serve students' unique needs and accelerate student progress.

Colorado Northwestern Community College

The college hired a full-time student success coordinator this fall who maintains weekly contact with faculty. When faculty identify a student who may be struggling in class, the success coordinator brings the student in for counseling and directs students to the appropriate area for assistance. Once the student has finished with that assistance, feedback is sent to the faculty member with a progress report.

Community College of Denver

- The Division of Student and Enrollment Services worked with over 300 students in FY 07-08 to teach them about the need for developing active relationships with their instructors.
- The Center for Arts & Sciences utilized grant funding to employ students on an hourly basis to tutor students in the STEM fields (Science, Technology, Engineering and Math).
- The CCD-LEARN (Learning Early Alert Retention Network) continues to be a strong retention component at CCD. Student Retention Specialists work directly with students, case managers and other support services to improve classroom performance. From Fall 2007-Spring 2008, referrals have increased to 54.
- The college has developed a comprehensive retention model for CCD that is centered on four principles: 1) student belonging, 2) student engagement, 3) student involvement, and 4) student success. The foundation for this model includes customizing support for the challenges that students face, creating innovative student-centered support services, creating a learning environment for faculty to engage students, and utilizing the principles of the learning college to promote student learning. The model is in the process of implementation throughout the college.
- CCD's College 101 (AAA 101) course has shown considerable success in retaining new students since its implementation in 2005. Students who have successfully

completed the course show a marked increase in both one-semester and one-year retention rates when compared to students who did not take the course. One semester retention rates of AAA 101 students average 60.30 percent compared to 47 percent of students who did not take the course. Similarly, one-year retention rates average 41.67 percent, compared to 30.48 percent. Figures are based on data collected between Fall 2005 and Spring 2008.

Front Range Community College

▪ **Learning Communities**

A central retention strategy in the college is development and expansion of our learning communities program. National data recommends learning communities because their reported outcomes include improved rates of retention, course success, grade point average, graduation and student satisfaction. The favorable results are attributed to the active, contextual and collaborative learning environments that create shared versus isolated learning experiences. These learning environments are particularly beneficial for students traditionally under-represented in postsecondary education and/or under-prepared for college-level coursework.

Both the Westminster and Larimer campuses have growing learning communities' initiatives, and the Boulder County Campus is planning a similar initiative this year. The Larimer Campus initiative started in 2002, and built the program with funds from a grant from the Lumina foundation. The Westminster Campus' learning community initiative commenced in 2005.

Both campuses emphasize connecting developmental level courses, typically ENG 090 (Basic Composition) or REA 090 (College Preparatory Reading), with a college-level course to help students make the transition to college level work. The combinations have also proved beneficial to students because they provide the opportunity to write or read about the content of the general education class they are taking, e.g. Humanities, History, Sociology, or Psychology.

In Fall 2008, Westminster and Larimer each have four learning communities and have plans to increase the number of communities next year. Some examples of recent learning communities include:

- College Preparatory Reading with General Psychology I
- College Preparatory Reading with Intro to Sociology I
- Basic Composition with Humanities, Early Civilization
- Basic Composition with Western Civilization I
- Basic Composition with Ethics
- Writing Fundamentals with Foundations of Reading

The college's initial anecdotal feedback on learning communities has been very positive, with faculty and students voicing strong support. Additionally, advisors also report strong student interest in learning communities. Consequently, most learning communities fill. We are in the process of collecting and analyzing quantitative data; limited information to date on students who participated in learning communities in Westminster in the Fall of 2007 semester indicated that their retention to the spring of 2008 was 3 percent higher than the retention of students who did not participate in learning communities. Given national and campus experiences, learning communities are expected to continue to be a key strategy in student retention at FRCC.

- **First Year Experience Program**

In addition, the Larimer Campus completed its first year of the First Year Experience program for all first-year students. The Program included a new student orientation, mentor program (College Coach), early alert system, common reading program co-sponsored with the community, and an AAA 101 course. This program is incorporated into the Academic Achievement and Success Program which assists students who are either on academic probation or suspension.

- **College Coach Program**

The Westminster Campus initiated a College Coach program in 2007 to provide mentors for first-time college students. Faculty and staff each serve as mentors for one or two students, helping them overcome administrative hurdles, manage their time, and adjust to college life.

- **Early Alert System**

FRCC - Boulder County Campus and Larimer Campus staffs have implemented an Early Alert system this fall term so that faculty can reach out to students that are struggling, and Westminster Campus staff have developed a pilot program for spring. At the Boulder Campus, faculty contact the student and refer the student to services available and then refer the student to an academic advisor for follow-up. In just two months at the Boulder County Campus, 31 students have been referred for assistance and follow-up. Also at Boulder, students placed on academic probation or academic suspension are highly encouraged, and in some cases, required to take the college success seminar, AAA 101. This seminar provides a number of tools students can access to help improve performance in the classroom.

Probation and Suspension Follow-Up Program

Westminster Campus staff have also developed an aggressive probation and suspension follow up program to contact and support students who have not been academically successful. The goal is to help them identify resources like tutoring, writing and math labs, and other supports that can help them have a better outcome.

Lamar Community College

- Increased registration efforts by actively assisting students with pre-registration. This includes contacting students directly if they have not pre-registered.
- Advising efforts: Faculty and staff are directed to actively pursue advisees. Specific advising sessions are coordinated to advise and register athletic teams.
- Resolving financial aid/student record issues: Continue to be proactive in working directly with students in applying for aid and paying on prior term balances. Utilization of both EOC and Financial Aid Director in efficiently applying for aid. Students are directed to make payment plans with cashier to allow for pre-registration.
- If a student does decide to withdraw, exit interviews are attempted to determine if anything else can be done.
- Utilization of Learning Support Services (TRiO): Specific attention is provided to students of low income, first generation, and/or disabled. Students are advised, tutored, and progress is tracked on a regular basis. The Early Alert System during the third week of the semester and mid-term are critical in identifying students that need assistance, prior to it being too late. Faculty make LSS aware of students that are not succeeding, and then these students are personally contacted and provided a needs analysis followed by a plan of action. This plan of action may consist of tutoring, academic skills brush up, or academic counseling. Cultural enrichment activities such as Multi Culture Celebration, TRiO Welcome Back, and other events are coordinated.
- Each TRiO student receives a personal needs assessment during the fall semester. This outlines their academic and personal goals, vision, and expectations
- Coordination between TRiO LSS, Adult Basic Education Program, and Southern Colorado Equal Opportunity Center (SCEOC) to help facilitate college entry for GED graduates and other underserved populations.
- Tutoring services, advising, transfer services, and counseling are all concentrated services provided by TRiO. Special tutoring is also offered within Todd-Birch Hall that allows us to service a captive audience.
- Efforts towards increased graduations rates: Continue to manage the Intent to Graduate process. Students must complete the Intent to Graduate, so that we have the opportunity to identify any missing requirements. This allows us to assist students in completing requirements in a timely manner and allows us to explore other degree opportunities, or possibly transferring credits back to complete

graduation requirements. We are also emphasizing the benefit of completing AA or AS degrees under the Guaranteed Transfer Curriculum and the 60 + 60 guarantees.

Morgan Community College

Strategies for retention: MCC is developing an integrated marketing committee to address and implement tactical initiatives in enrollment management, recruiting and retention, public relations, marketing, and web design. A primary function of the committee is to coordinate college-wide efforts in student recruitment and retention activities with optimal use of existing (limited) resources. Specific initiatives that were identified in previous years under an enrollment management plan (and will continue under the expanded umbrella of the integrated marketing committee) include the following:

- Expand the Sophomore Scholars program (to retain PSEO students through a scholarship award to continue at MCC)
- Call nights (staff and faculty call students about performance at mid-term to encourage enrollment in subsequent semesters)
- Early Alerts (notification to students about performance at mid-term)
- Adams State College – partnership to entice students to complete course of study and continue through bachelor degree program
- Career Ladder (grant program to enable teacher aids in public schools to complete teaching degree in the evenings while still working)
- Staff working with GED students to encourage “Bridge” to college level courses
- Staff going to Cargill Meats to encourage continued enrollment after workforce development activities
- Improve organization and delivery of advising services
- Implement a tutorial lab (staffed by volunteer faculty and work study students)
- Closer monitoring of developmental studies
- Follow-up with students who withdrew from courses
- Early assessment and advising for correct course placement
- Orientation program for new students
- Housing referrals
- Student Activities
- Student Organizations
- Financial Aid Seminars
- Career Seminars
- Study Skills Seminars
- Surveys to students to provide data on reasons for withdrawals
- Increased flexibility in hours of operation (Orientation, Student Services, Financial Aid, Bookstore)
- Transfer Days with 4 –year colleges
- Creating a quality image (publications, brochures, website, new schedule)

Results: In 2008, retention improved 3 percent (from 62 percent to 65 percent). Morgan continues to experience one of the highest retention rates among the community colleges in Colorado. As the strategies continue to be implemented and modified to meet changing needs and demographics, improved retention rates should continue.

Northeastern Junior College

- The retention rate for Northeastern Junior College (NJC) for first time, full time students in Fall 2007 to Fall 2008 is 57 percent. To support continued strong retention and student success, NJC has devised a multi-pronged plan to strengthen support of students, encourage engaging instructional strategies, and develop curriculum with integration of technology that meets the needs of today's student. Notable is a five-year, \$1,824,662 Title III grant that provides for faculty and staff development, improved advising, curriculum development as well as program and facility improvement.
- NJC has focused on providing excellent instructional environments in several ways. Title III supported fifteen "Engage the Learner" staff development mini grants each year over the past five years. The purpose of these mini grants is to develop teaching strategies that will create active learners. Title III also funded staff development for 52 faculty who have developed 78 new online and hybrid classes that have been well received by the students looking for flexibility. Non-traditional students, students who must travel a long way, and the modern student who prefers online classes are increasingly taking these classes. Many classrooms now have capacity for incorporating technology into the learning environment.
- NJC continues to support an effective campus wide student advising system. 98 percent of NJC's faculty-advisors have been trained to assist students in "developmental advising" to enhance their helping relationships with students when meeting for registration. Advisors contact students at the third week of classes for early follow-up and support. Our Early Warning System identifies students who are not attending their classes or who are doing poorly. This year we made a concerted effort to reach out to students at both the 4th week and mid-term through this Early Warning System. Faculty actively refer students to the Counseling Office and the Comprehensive Learning Center for assistance. Students who receive poor grades and miss class are systematically identified and connected to a variety of Student Support Service entities. Finally, students who do not return after attending a prior semester are contacted to seek ways the college can continue to support them and to determine why they did not return (Search and Rescue Program).
- The Counseling/Residence Life staff deliver a series of life skills presentations each semester for students in their residence halls. All freshmen are required to

attend sessions on Healthy Life Style Choices and on Healthy Relationships. Residence Life staff receive extensive training to help them effectively meet the needs of students. Developing a sense of community is one of the priorities, and Residence Life provides many social opportunities throughout the year. The Comprehensive Learning Center (CLC) provides individual and group tutoring for students who are struggling, offers help with study skills, and serves students with documented disabilities. The AAA classes that offer strategies for study skills, test taking, and other skills necessary for college success are part of the “academic improvement plan” for students on academic probation and are required for most athletes.

- The college continues to seek grant funds to support its efforts to retain students and to provide a successful college experience. The college received a \$100,000 Daniels Opportunity grant to assist non-traditional and GED prepared students. NJC has aggressively laid out a plan for more scholarship assistance to students. The HOPE Scholarship, developed by the President’s Office is providing strong incentive for academically prepared students from local, regional, and statewide high schools to attend NJC.

Otero Junior College

- Hired two additional tutors to assist students in tutoring lab
- Assigned mentor students to assist students with classwork
- Invested in Smart Thinking software to assist students 24/7 with tutoring needs
- Majority of students are pre-registered from one semester to another. This is accomplished by having faculty and staff advise and pre-register students.
- Students progress in classes is tracked every four weeks to discern whether a student needs assistance (tutoring).
- Student progress is tracked by advisors, coaches and student service staff. In case students need assistance, faculty and staff will hold study tables to assist when needed.
- Numerous events are held on campus so as to make individual students feel a part of the total campus and community. These events include: concerts, cultural diverse programs, athletic events, and theatre and lecture series.
- Faculty and staff also serve as mentors to students to assist them with academics, but also, to ensure that no student feels left out from campus activities.

Pikes Peak Community College

- PPCC Continuing and Readmit Students increased by 1,909 (33.9 percent) between Fall Census 2007 and Fall Census 2008.
- In regard to advising improvements, PPCC has (1) developed a new Internet site with up-to-date advising information, (2) assigned lead advisors in each division, (3) increased advising hours over breaks, (4) began the development of an E-



advising system, and (5) developed the policy that students testing into two or more pre-college classes will be advised to take Study Skills classes

- There were several professional development initiatives and actions to support retention including (1) opportunities for faculty to learn about embedding learning strategies in instruction, (2) a Faculty Academy for new faculty offered by Center for Excellence in Teaching and Learning (CETL), (3) Classes/Workshops on teaching online offered by the Distance Ed Department, (4) a class about learning communities, and (5) publicizing teaching/learning tips by Retention Committee.
- Admissions and enrollment also contributed to retention rate efforts through further refinement of the Velocity Center (consolidating students' access to enrollment services) and the addition of faculty and staff available in high traffic areas to welcome students and answer their questions the first week of each semester.
- Student Services implemented many success strategies including (1) free workshops for students in time management, study skills, and test-taking through the Learning Assistance Center each semester; (2) additional math tutoring and learning lab for late-start chemistry class; (3) online tutoring for nursing students to prepare for national tests; (4) an early alert pilot; (5) successful piloting and continuation of a 1-credit AAA class; (6) continued development of a crisis referral system and 2.8 FTE crisis counselors; (7) the development of a retention plan and publicizing retention efforts/strategies; and (8) continued expansion of financial aid advising to the Downtown Studio and Rampart Campuses.
- PPCC continued to increase opportunities for students to connect with the College through service learning projects, career exploration projects, portfolios, student government activities, Pizza with the Prez, and student activities such as Open Mike Night, free craft instruction, food and entertainment events.

Pueblo Community College

- Through the use of Title V funding sources, we have initiated a pilot program for our First Semester Experience, AAA 101 College Success course. The course is designed in a student-centered format to introduce the student to campus resources (Learning Center/Library), study skills, learning communities and computer skills to be successful in their college experience. Eighty-seven students are enrolled in the first pilot classes this fall. Retention rate of the students is not yet available.
- PCC has continued the use of "Early Grade/Success Checks" with outreach to students with a "D" or "F" grade after the first four weeks of the semester. The outreach includes providing the students with resources to tutors, advisors, mentors, counselors, etc. Eighty-nine faculty submitted reports for 540 early alerts.
- PCC has implemented the new "Pro Shop" tutoring/quick professional resource centers in our Library that provides students the opportunity for quick assistance to their immediate questions in Math and English (writing). All students have access to the pros in the Pro Shop. The Pro Shop has been a huge success with great student use.



- PCC has developed a Retention Plan with many Action Plans being implemented and executed. The Retention Plan addresses the following intervention areas: Pre-admission & Admission Strategies, Orientation Strategies, Intervention Strategies, Instructional Support Strategies, Student Engagement Strategies, Research & Evaluation Strategies, and Accountability & Reporting.

Red Rocks Community College

- We have established a program called Tutors Without Borders - groups of trained tutors and advanced students who work with classroom faculty to assist students who may be struggling with course content.
- The Student Life Department has formed a program called Study Group Central, where any course of study can have study space and snacks provided for students who want additional help in a subject. This is funded by student fees.
- We have developed a new position - the Connect to Success Coordinator, who works with students to identify academic and personal roadblocks to success, and helps students connect with resources that will help them overcome those roadblocks. During FY07-08, the Connect to Success Coordinator had over 2100 contacts with students, faculty, and community members.

Trinidad State Junior College

All students on the Trinidad campus have a Program Identification Advising Sheet (PIAS) for the 2008-2009 academic year. The Program Identification Advising Sheet was created by the CTE advisor and pilot tested in the 2007-2008 academic year. The pilot proved successful and became a requirement for all students in the 2008-2009 academic year. This tracking device allows the advisor and the student to see how they are successfully transitioning through the program of their choice, regardless of their degree (AA, AS, AGS, AAS) or certificate. A copy of the PIAS is kept in the student's file with the advisor and a copy is retained by the student. The PIAS is updated each semester.

The Academic Achievement or College 101 classes were pilot tested in the 2007-2008 academic year on the Trinidad campus. This year the College 101 class was **highly recommended** to those students who met one or more of the following criteria:

1. tested at or below MAT 090; REA 060 or below; or ENG 060 or below;
2. tested into **all** developmental courses as per their ACT or Accuplacer scores or
3. had self-identified themselves as needing assistance adjusting to college life.

The progress of those advised and encouraged to register for the College 101 course is being monitored.



Student Support Services (SSS grant) is a federally funded TRIO program that provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The goal of SSS is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next. Student Support staff track student persistence and report a 72 percent retention rate for the 2007-2008 participants.

Efforts to improve retention rates and to foster high graduation rates of the at-risk student population include:

- grant aid to current SSS participants who are receiving Federal Pell Grants
- academic support programs including a Writing Center, Learning Center, self-paced Math Lab, Language Lab
- a Supplemental Instruction program that targets the toughest courses on campus and provides student guided study groups
- mentor/counselor support
- cultural trips
- transfer counseling to aid in the transition from a 2 to 4 year college
- on-line assistance for various programs to assist the students in preparing to take their national exams.

In addition to the SSS grant, the Carl D. Perkins Career and Technical Education Act funds were used to hire a Career and Technical Education Student Support Counselor in the 2007-2008 academic year. This individual assists students with special needs, disadvantaged or academically challenged so they receive the services necessary for their success; i.e., tutoring, adaptive equipment or services, etc.

Other new initiatives on the two campuses:

- **Peer mentoring** – 27 students have been accepted this year as TSJC student ambassadors on the Trinidad campus. They act not only as representatives of TSJC life and assist the Director of Admissions and Student Activities Coordinator in recruiting efforts, but they also serve as peer counselors to their fellow students. They serve on various college committees and are active with administration in creating an atmosphere that is: a) conducive to learning; 2) promotes success among their peers; and 3) identifying and resolving concerns that may be detrimental to the student body educational goals.
- **Accountability among the athletes** – Coaches require athletes to turn in a bi-monthly report from their instructors so early detection/intervention may commence if an athlete's academic success is in peril. Faculty report those

students in need of assistance directly to the Advising Center and the appropriate coach. (Athletics are only available on the Trinidad campus.)

- **Academic alert** –Students on the Trinidad campus who miss an excessive amount of class or are not earning a “C” or above in their course are referred to the Advising Center. The two advisors will contact the student, arrange for tutoring or other necessary services and track the student’s success. In some instances the student elects to change their schedule, major, or focus. The two advisors become an active participant in the student’s success: regular counseling sessions, visiting students in the residence halls when necessary to motivate them to attend classes and assisting students in planning for their next steps.
- **Scholarship/employment search** – One detriment to student retention is the affordability of college. Not only do the advisors assist students in scholarship searches and application for such, the Job Placement Coordinators (available on both campuses) have developed relationships with employers in the College’s service area to offer a vast array of internship opportunities to students so they may “earn while they learn.”
- **Service Learning** – Linking theoretical and applied education through Service Learning provides students with hands on education. Through our Horizon’s Service Learning Grant, we have implemented community based thinking in our nursing program on both campuses. This has helped students with engagement, focus, and community relationships.
- **GED** - The GED program on the Trinidad campus initiated a new program targeted at improving the ACCUPLACER scores their GED graduates earned. The rationale being that students will persist if they do not have to take multiple developmental courses. The six week intensive program, taught by TSJC instructors, did improve scores reducing the number of developmental courses required. The GED staff have also incorporated their own “academic alert” program to retain their students and assist them in their persistence efforts: follow-up telephone calls/letters, reading and math tutoring, development of inventive accommodations, and personalized services.

The Learning Resource Center (LCL) funded through Title V will be a new initiative on both the Alamosa and Trinidad campuses. Notification of the award was received early in the 2008-2009 Fall semester, and funds may be expended to create a Learning Resource Center geared toward academic success and persistence. A testing center will



also be a part of the LCL which will aid the students and instructors in alternative approaches to meet specific educational needs.

In addition to the Title V grant, Trinidad State Junior College has received the College Cost Reduction and Access Act Grant to be funded 2008-2010. One of the initiatives of this grant is to increase retention and completion of Hispanic and low income students pursuing STEM degrees by 20 percent over the 2006-2007 baseline.

Data:

The retention rates for Trinidad State Junior College (both campuses) for the Fall 2006 to Fall 2007 academic year was 60 percent for full-time students and 52 percent for part-time students.

Goal 1 (2.1): Graduation Rate Efforts

Specific examples of efforts to increase graduation rates for first-time, full-time, degree-seeking students at the different colleges include:

Arapahoe Community College

- Identification and tracking of Fall 2006 and 2007 cohort students; students are being contacted and offered assistance in program completion.
- Expansion of completion initiative to additional CTE programs resulting in a graduation rate increase of almost 6 percent for certificate programs. Although this initiative is not designed only for cohort students, it impacts all students enrolled in the affected CTE programs.
- ACC will be in the 2nd tier to implement Degree Works which will provide the foundation for proactive tracking of student by hours completed toward graduation; inclusion of "what if scenarios" will provide better tools and options for degree/certificate students who have completed a predefined number of credit hours (ie 30-45 credit hours).

Community College of Aurora

- The Community College of Aurora has improved student graduation rates. The past three CDHE cohorts ranked CCA #1 in graduation rates for all urban college graduates and ranked first, second, or third for graduation rates for minority graduates. This is noteworthy considering the three previous cohorts we ranked last or next to last in both areas. Retention rates have followed a similar path.

The college's strategy to improve graduation rates has emphasized the following:

- Our president has made student graduation rates everyone's responsibility. Except for ad hoc occasions, we generally do not delegate student success to a committee. Our president and vice presidents have consistently been visible, active leaders in improving student success.
- Sound enrollment management practices help all students succeed, not just first-time, full-time, degree-seeking students. Students, regardless of age, race, or gender respond to good quality.
- We emphasize institutional integration of divisions and departments. We cross train and work closely together. Academic advisors give advice on the semester schedule to ensure that the schedule serves students, including offering courses they need for graduation when they need them.

Specific examples we do to increase graduation include the following:

- Near-graduation reports are run for students who have completed 45 or more credit hours at the college. Academic advisors contact identified students to review their academic progress and degree or certificate options.
- The many efforts geared at fall-to-fall retention (discussed more fully in the retention section) contribute to graduation success. These include our Early Alert and First Generation programs, first-time student tracking reports, the AAA 101 class, and faculty efforts including professional development on student success, first-day diagnostics for best student placement, development of a transitional studies plan, ongoing efforts to ensure student transition such as pre-assessment workshops, and departmental chair tracking of student feedback about instruction.

Colorado Northwestern Community College

The college has expanded its student support network to include the purchase of PLATO and an increase in staffing. The PLATO program allows the student success staff to target student weaknesses in specific areas (such as understanding a mathematical theory) and establish a program of study within PLATO that the student can work on until they "get it". This brings the students up to the level they need to be at to be successful in their course. For example, we had one young man who was told by his high school counselor that he was not capable of attending college. The student success staff worked with this student three times a week for a semester. In the next semester, this student was earning As and Bs in his college level course work.

Community College of Denver

- CCD's case management programs continue to provide award-winning services to minority, first-generation, low-income and persons with disabilities through its Center for Academic Support and Achievement (CASA), which houses the First Generation Student Success and TRiO Scholars programs. These programs provide intrusive advising, case management, student ambassadors, peer mentors, and wrap-around support services to increase retention and graduation.
- CCD's Aerospace program operates two current projects designed at increasing graduation and transfer rates for students in the Science, Technology, Engineering and Math (STEM) disciplines. JumpStart into Aerospace (JSA) is a Metro Denver Wired funded project that is collaborative with Community College of Denver, North High School, the Denver Office of Economic Development /Division of Workforce Development, and Metropolitan State College of Denver. It builds on the NASA funded ACES (Access to Collaborative Education in the Sciences) project, which is the second Aerospace project and is a "2 plus 2" degree program (AAS and BS) in Aerospace Systems Engineering Technology targeted to underserved minorities. Both programs are designed to strengthen the pipeline of students from high school to CCD and transfer to Metropolitan State College. Further, the program prepares students for aerospace jobs through the use of state-



of-the-art technology and provides real life applications through partnerships with aerospace employers.

- CCD has developed a comprehensive First Year Experience committee designed to address graduation and retention rates of incoming students. This committee is cross functional in nature and has representation from across the college. This committee will examine not only AAA 101 but also the total first-year student experience within the first 15 contact hours of enrollment.

Front Range Community College

- **Partnership with Metropolitan State College**

Front Range Community College's (FRCC) Westminster Campus is working in partnership with Metropolitan State College of Denver (Metro) to increase retention and graduation rates of student at both institutions. The partnership enables students to complete an FRCC associate degree and a Metro bachelor's degree, all on-site at the FRCC Westminster Campus. A 2+2 Memorandum of Understanding between the Colorado Community College System and Metro was signed in March of 2008 based on a pilot program developed at FRCC. A business program was piloted in the Fall of 2007 and is in its third semester of implementation. Enrollment has grown, and Metro offered eight marketing management classes on the Westminster Campus in the Fall of 2008. The 2+2 partnership expanded in the Fall of 2008 with the addition of a criminal justice program. Several Metro criminal justice courses are currently being taught at the Westminster Campus and the pipeline of FRCC criminal justice students interested in the Metro degree is growing. An additional 2009 Fall Nursing program is planned.

- **Graduation Applications**

The admissions and records offices work with faculty and academic advisors to encourage students to apply for graduation the semester before they anticipate graduating. Boulder County Campus faculty members hand out graduation applications in class, explain the benefits of earning a degree or certificate and assist students with completing the forms. Faculty members then collect and submit the forms to the Admissions and Records office for processing. The college then notifies students of the coursework that needs completed prior to the start of their final term. This allows students to enroll in the required course(s) to graduate in a timely manner. This program has been particularly successful in improving Career and Technical Education program completion rates. Graduation applications will be accepted year round starting with the Fall 2008 term in an effort to encourage students to apply and graduate.

The Graduation Committee on the Larimer Campus has updated the information sent to students so that the graduation and commencement process is easier. In addition, the Admissions Graduation Examiner has held open houses for faculty to explain the graduation review process. Although there is a deadline for graduation applications, all students are encouraged to apply and are reviewed throughout the semester.

Lamar Community College

- Requiring students to complete an Intent to Graduate form in the fall semester. This allows Student Services to quickly determine if they will meet all requirements by the spring semester.
- Students are assessed a Commencement Fee that allows them to participate in graduation activities.
- The early alert system coordinated through TRiO continues to serve as a very important role in both retention and graduation. Faculty identify students that are struggling in their class. This is done by the third week of the semester so students are able to receive help in a timely manner. This provides them with an opportunity to be successful in the class.
- Tutoring on Sunday evenings in Todd-Birch Residence Hall and the science labs of the Bowman Building has been very effective in capturing our on-campus students. In addition, we have made efforts to increase our tutoring and advising during finals week.
- Coaches of the athletic programs are encouraged to implement study hall as part of their regularly scheduled events. This helps to ensure student/athletes are making an effort outside the classroom to be successful.
- Working with Instruction to ensure they are using different means of reaching out to the students. Obviously, different students learn in different ways. Providing multiple avenues for students to be successful is very important in teaching at a community college.
- Always working to assist students with issues related to graduation. Promoting graduation and demonstrating the importance of students obtaining their degree.
- Counsel students on what is left in obtaining their degree and looking at all potential options for students to successfully obtain the appropriate degree. LSS TRiO advisors complete degree plans for students within the program. This provides a visual tool and enhances communication to ensure academic goals are on track and achievable.
- Provide financial aid counseling if financial ability becomes an impediment to students successfully graduating.

Morgan Community College

Strategies:

- MCC student service staff identified degree-seeking freshmen who had completed a majority of course work in various courses of study but had withdrawn prior to the completion of degrees. Subsequent to the identification of these students, personal phone calls were made by student service staff to encourage completion.
- Marketing materials were redesigned

Results: Although both the Graduation Rate and Minority Graduation rates have fallen over the past reporting period between the “2003 Cohort who had graduated by 2006” and the “2004 Cohort who had graduated by 2007,” the total number of graduates increased by 77 percent from 2007 to 2008 (i.e., 267 to 473 students) due primarily to the efforts of the Student Services staff through the phone calling activities stated above.

Northeastern Junior College

- The most recent total graduation rate three years after entry reported by CCHE for NJC was 38.4 percent. Students at NJC are closely followed from application process to graduation to determine the best ways to support their educational process and encourage graduation within at least three years of initial enrollment. Statistics are kept on student athletes and their graduation rates as well as the general student population including demographic categories of ethnicity. NJC works on programs and student support to encourage graduation.
- First and foremost, the strongest support for students is the faculty who provide high quality learning environments. The NJC campus has expanded and enhanced the instructional technology in most classrooms. The Title III faculty development projects have focused on engaging students through changed pedagogy and integration of technology into curriculum to result in improved student learning. NJC faculty members establish relationships with the students and follow their work, refer them to further support, and encourage their college success in and out of the classroom.
- The Assessment Center (which is part of a one stop student service center) provides required basic skill assessment to all incoming students which is an important piece of information in the course planning process. All new students also are required to participate in a “non-cognitive skills assessment” called the College Student Inventory. This is used by all advising staff to open discussion with students about areas they may need to work on (time management, career planning, social, etc.)

that impact their early adjustment to college life. Initial advising assistance, financial aid, and cashier are readily available.

- Our campus has developed a renewed “dual” advising system that offers both professional and faculty advisors. Students are able to plan their schedule and discuss their career decision making with professional advisors in a walk-in Advising Center. Students also are assigned a faculty advisor by program area. All faculty advisors have received extensive training and updates to provide effective assistance to students. Many faculty advisors have received specialized training in such topics as “Life Coaching” and “Career Development in Advising.” We systematically create contact points for students, advisors and other student support staff. All new students are contacted the third week of classes. Students with poor attendance or identified problems are identified and provided support. NJC uses mid-term grades as part of a system of follow up to help students. We have a thorough Early Warning Notification System in addition to the mid-term effort.
- The Comprehensive Learning Center (CLC) provides individual and group tutoring for students who need it, helps with study skills, and serves students with documented disabilities. Students who need assistance with their classes are encouraged to avail themselves of these services. This center is housed and made an essential part of the college library complex. The staff offer many excellent workshops and recently have initiated “refreshment hours” which have received funding support from the Associated Student Government. The professional tutors, instructors and student staff develop close relationships with the students that frequent their area and advocate for them when needed.
- The Title III grant has supported the development of 78 new online or hybrid (part online part traditional) classes to bring classes and flexibility to students in our large service area as part of an effort to help students complete their degrees. 270 students were enrolled in online and hybrid classes in Summer 2008 and Fall 2008.

Otero Junior College

- Student Services staff continually monitors and advises students on course deficiencies so as to ensure that a student is on course for graduation.
- Ensure graduation requirements are met through intent to graduate process.
- Concentrated counseling for all students on campus to assist in change in major or certificate program.
- Form partnerships with four year institutions to provide enhanced scholarship opportunities for Otero Junior College graduates.
- Expanded tutoring and advising during finals week.
- Enhanced advising in student services to ensure a student is on track to graduation and assists students in transfer to four year institutions.



- Provide students with advising for career opportunities.

Pikes Peak Community College

- The IPEDS Graduation Rate for the 2004 PPCC first-time, full-time, degree-seeking cohort was 18.4 percent, a slight increase from the rate for the 2003 cohort at 16.5 percent.
- PPCC faculty advisors emphasize Colorado Community College System's 60+60 Bachelor's Degree Transfer Program. Students beginning classes in the Fall of 2003 or later must follow the guidelines established for the 60+60 Bachelor's Degree Transfer Program. Those who complete the program with a C or better in each class and earn an AA or AS degree qualify to transfer in liberal arts and sciences to public four-year colleges and universities in Colorado. Information emphasizing the advantages of following this program is prominently displayed on the PPCC web site.
- PPCC has also increased its emphasis upon the University Connection, the UCCS program that provides tuition reimbursement for students who complete an AA or AS degree at the community college and then transfer to UCCS. UCCS advisors have increased the number of visits to all PPCC campuses to help students who are interested in the program.
- Articulation efforts with Colorado State University at Pueblo and other four-year schools have also created more opportunities for students this year and incentives to continue at PPCC through graduation.
- PPCC has re-assigned a faculty member at .50 FTE as a Graduation Specialist who contacts and assists students who have earned enough credits for graduation but who have not applied.
- PPCC is also focusing on military students who are transferred after completing a number of credits at PPCC. This is the newest area of focus in terms of retention efforts. PPCC has a large active military student population, but many are transferred before they can complete a degree. Our retention efforts fall into two areas: a plan to change tuition policy so that students will not be "charged out" of state tuition when they are posted elsewhere and the development of online classes tailored to the needs of active duty military personnel.

Pueblo Community College

- PCC has re-designed the Academic Advising Center with a staff of 6 advisors. The Academic Advisors in conjunction with the faculty advisors meet with students to prepare the students' pathway of study as well as advise on curriculum.
- Outreach to students through direct mail, email, and phone calls is extended for assistance in completing course work as well as submission of graduation planning applications.



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- The Director of Retention works closely with our Executive Director of the Foundation on outreach to students who have received scholarships. Efforts are extended to assist students to apply for continued scholarship opportunities through graduation.
- Health Professions Pinning Recognition ceremonies have been duplicated in General Education Programs to recognize accomplishments of students in English, Math, Science, and Humanities.

Red Rocks Community College

A key component to our AQIP accreditation effort was an effort to improve graduation rates, or to create a "Culture of Graduation." This multi-faceted Action Project involved academic advising advertising, conducting degree audits, and an outreach effort to all students within a certain credit range . After the Action Project was completed, this program was integrated into our Standard Operating Procedures.

Trinidad State Junior College

Personalized attention provided to the students on both campuses continues to be the most effective graduation rate effort. Both campuses have their unique style of providing such service to their students. The Trinidad campus is a residential campus that has a higher rate of traditional-aged students, while the Alamosa campus is a commuter campus, with a population of more mature students who wish to transition easily into Adams State College. Meeting the individualized needs of both populations ensures that students will persist and graduate. Examples of new or improved initiatives follow.

- Staff on both campuses meet individually with the students to assist when outside services are needed: i.e., employment, day care, housing, professional counseling, medical assistance, domestic violence, vocational rehabilitation, etc...
- Regular meetings with business/industry provide curriculum necessary to the students to either transition to higher education or secure employment in their field. Employers in the service area have been very supportive of the new CTE programs and will not hire a student without the proper credentials. They want the employee to come ready to work and will no longer conduct on-the-job-training.
- Job Placement Coordinators work individually with students to create employment portfolios: résumés, letters of application, and interviewing skills and stress to the student the importance of completing their certificate or degree. The Coordinators also conduct workshops to the various programs so that the information is relevant to that population.



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- Outside funding is secured to assist the students in meeting their educational goals. The Job Placement Coordinators on both campuses are diligent in seeking and securing this funding for existing and new programs, such as the Workforce Investment Act (WIA).
- Beginning September 2008, the Alamosa Campus began working with Adams State College to help increase transfer rates to 4-year colleges. Adams State College now houses a Transfer Coordinator on the Alamosa Campus the first Friday of each month.

Data

The graduation rate for both campuses as per the 2007-2008 IPEDS report is 35 percent for all students and 29 percent for those self-identifying as minority students. The Student Support Services staff report that 43 percent of their students graduated in the 2007-2008 cohort.

Goal 1 (3.3): Enrollment and Retention of Underserved Students

Specific examples of efforts to increase enrollment, retention, and graduation rates for underserved students at the different colleges include:

Arapahoe Community College

- First Generation Scholarship with program requirements that support a higher retention and success rate for these at risk students than the general population (see addendum A for data)
- Diversity Grant recipients receive financial, academic and social support to enhance their retention and success.
- 21st Century Program with Sheridan High School serves traditionally low income, underserved and diverse populations; advising and social support are provided under the same guidelines as the First Generation and Diversity Grant requirements.
- Partnership with Arapahoe County Department of Human Services to offer scholarships and support services to young adults aging out of foster care; 2 awards during Fall 2008 of \$1600 per year were granted with plans for expansion; ACC has also applied for Daniel's Fund Grant to support expansion of this initiative next year.
- Addition of an adult recruiter in Pre-enrollment Services Office has enabled ACC to participate in more college fairs and events aimed at non-traditional, underserved and diverse populations.
- ACC hosted CESDA (Colorado Educational Service and Development Association) allowing over 300 under-represented high school students, their counselors and parents the opportunity to participate in multiple workshops about going to college.
- ACC selected as 2007-8 institution of the year by CESDA; two officers are from our Pre-enrollment Services Office.
- Outreach to 2007-8 GED completers with offer of \$500 scholarship to enroll Summer 2008
- ACC hosted a Goodwill Industries Outreach Program for 10 under-privileged young adults providing information about attending college and pursuing careers
- Disability Services conducts multiple sessions each semester to present practical approaches for dealing with learning disabilities in the classroom.
- Expanding relationship with Denver Scholarship Foundation: ACC has 13 DPS scholarship recipients on campus. An Emergency Student Fund was established to assist student with any financial emergency. Majority of these students are low income, underserved and lack outside financial resources; ACC TRiO personnel are staffing a "Futures Center" at John F. Kennedy and Lincoln High Schools one day each week.



- ACC Director of Admissions and Retention is on the Denver Scholarship Foundation Retention Steering Committee.
- TRiO program works with 650 middle and high school students from disadvantaged backgrounds; staff also collaborate with ACC Admissions office to identify "stop out" students and "first time in college" attendees who might benefit from TRiO support services in their transition to college. Staff members also work with Pre-enrollment services in conducting a summer transition.
- Transitions Program conducted in the summer for First Generation, Diversity Grant and 21st Century students.
- Student Success Center provides free tutoring and support for all students.

Community College of Aurora

- The Community College of Aurora's enrollment of underserved students has continued to grow. For example, the percent of the student population (headcount) that is African American grew from 22.1 percent in 2006-07 to 25 percent in 2007-08. For the first time in 2006-07, CCA no longer had a majority group, with whites comprising less than half (49.7 percent) of the student headcount. In 2007-08, that percentage was 48.7 percent.
- The efforts to enroll and retain underserved students include the following:
- CCA's English as a Second Language programs continue to enroll more students. The ESL Department's 2005-06 annualized FTE of 65.2 grew to 88.5 FTE in 2006-07 and to 106.8 in 2007-08. The majority of the Department's students are from Africa, particularly from Ethiopia. Another 700 adults take non-credit classes each semester in the college's community ESL program.
- The college has expanded its partnerships with the Learning Source, a community agency, to offer more GED preparation classes, expanding the number of classes at our Lowry campus and beginning to offer classes at our CentreTech campus.
- CCA's WIRED grant, successfully concluded in 2008, included outreach efforts to area high school students, many from underrepresented groups, to interest them in education and careers in bioscience.
- The college's Center for Workforce Development contracts with Adams and Arapahoe counties to transition people from Temporary Assistance for Needy Families (TANF) to employment and to provide Adams County low-income families with education and other services that increase their household income.
- The college, with the assistance of the Community College of Aurora Foundation, has increased scholarship opportunities for underserved students. For example, the Daniels Fund has awarded CCA Foundation funding for scholarships for recent GED completers, for those who have been incarcerated in youth facilities, and for those working in the community who would like to return to school. This year the Foundation has created several new scholarship programs to serve underrepresented students.



- The college has opened a helpline for students and faculty with online issues; this has helped online classes to continue to grow, better serving those students needing more flexible course offerings.
- A project funded by the Xcel Energy Foundation conducts day camps that each bring underrepresented students to campus to learn about opportunities in science, technology, and math. One camp in 2008-09 will bring students from an Aurora Public Schools dropout recovery program to the college.
- CCA has initiated major efforts to partner with school districts, including the Aurora Public Schools and Denver Public Schools, and with individual schools (Hinckley High School, Montbello High School, and Martin Luther King Early College) for various concurrent enrollment programs.

Colorado Northwestern Community College

The student success coordinator and the increase in student support services impacts this group of students. The college also has two full time recruiters in the field and offers targeted scholarship opportunities. For example, the college is working with a ministry in Denver that focuses on rehabilitation efforts; the college is offering a full scholarship program annually to one student that successfully completes their program in an effort to offer those students the ability to succeed in the future.

Community College of Denver

- The Denver Transfer Initiative (DTI), a five-year \$3.5M Title V grant in cooperation with CU Denver, enrolled 212 students in their pipeline program, which targets underserved students.
- The Southwest Site collaborated with Cerebral Palsy of Colorado to write a Partners with Industry grant for the Recognizing Ongoing Opportunities Through Success (ROOTS) program. The ROOTS program is a multi-certificate work training program for the Colorado Division of Vocational Rehabilitation, consisting of 16-33 credit hours of study and may include a three-month paid internship.
- The Workplace Learning (WPL) project improved access to vocational tutoring resources and created a database to track completions and job placements and also continuing education in Business and Technical Education (BTE) and Engineering Graphics. The Workplace Learning Project targets low income and minority students seeking re-entry into the workforce.
- The Educational Planning and Advising Center and Admissions, Registration & Records both employ full-time bilingual staff with emphasis on international student issues.
- CCD has several scholarship programs which target underserved student populations. The Daniels Opportunity Award provides financial assistance to students who have completed a G.E.D. (rather than a traditional High School Diploma) and students who have a history of being involved in the juvenile justice or social service systems. The Stephenson Opportunity Scholarship is a private

scholarship awarded to students who show promise and do not qualify for financial aid. Both scholarship programs require that students participate in College 101, a new student orientation course, and one of CCD’s case management programs (TRiO, First Generation Student Success, Center for Persons with Disabilities or the Denver Transfer Initiative). Additionally, the President’s First Generation Scholarship is designed to provide financial assistance to students who are first in their families to pursue a college education.

- In an effort to assist students in career exploration and development, CCD has received funding to hire a new Career Center Director. Housed in the Office of Student Life, this position will be responsible for the development and implementation of a comprehensive career center program.

Front Range Community College

- **Gateway to College Program**

Gateway to College program is a high school drop-out recovery program that is funded by a replication grant from the Gateway to College national network. There are currently 21 replication sites that use the Portland Community College model developed in 2000. The \$325,000 grant for program start up is funded by the Bill & Melinda Gates Foundation, Kellogg Foundation and other donors.

This program specifically targets students less than 21 years of age that are significantly behind in their diploma credits compared to their age or class status or students who have already dropped out of high school. The goal of the grant is for the students to take course work at the college for dual credit to complete their diploma requirements and earn college credits towards a certificate or degree.

One performance requirement of the grant is that the majority of the students that we serve are minority ethnic status or male. The demographic data for the first cohort of students from fall semester 2008 is in **Table 1**. Fifty percent of the students served in the cohort are minority ethnic status and fifty percent are male.

Table 1: Minority Enrollment Data for Fall 2008 Gateway to College Cohort 1

Hispanic	Undeclared	Asian	Caucasian	Black	Native American	Other	Total	Total Minority
44%	2%	2%	48%	2%	0*	2%	50**	50%

*One student self reports Native American and Hispanic ethnicity, recorded in Hispanic

** 25 males, 25 females



▪ **Concurrent Enrollment Program**

A major effort has been made to reach the ethnic minority students at the high school level to help to increase the high school graduation rate and the college going rates by creating concurrent enrollment opportunities for the students while in high school. The biggest push has been at high schools served by the Westminster campus, which have an average of 58.6 percent ethnic minority enrollment based on school district data from 2007 academic year (**Table 2**). Another strong concurrent enrollment program exists at Skyline High School in Longmont, another ethnically diverse school.

Table 2: Minority Enrollment in Adams County School Districts, 2007

District Total Enrollment	Adams 1	Adams 12	Adams	Adams 27J	Adams 50	Average
Hispanic	52%	29.11%	68%	42.60%	65%	51.34%
Minority Total	58%	37.96%	74%	48.90%	74%	58.6%

Table 3 below demonstrates the concurrent enrollment numbers for the Westminster Campus Service area in Fall term 2005 through Fall term 2008. The college has increased student enrollments from 155 for all of AY 06 to 259 for the first half of AY09. The total number of credit hours taken by students has increased from 786 for all of AY 06 to 1283 for the first half of AY09. Clearly the college has made great strides in reaching students within our districts that might not have access to a college experience in the last four years.

Table 3: 2005 - 2008 + Fall 2008 Concurrent Enrollment Summary

	AY 06		AY 07		AY 08		Fall 2008	
	# of Students	Total Credits	# of students	Total Credits	# of students	Total Credits	# of students	Total Credits
Mapleton	65	284	189	832	209	835	94	416
Adams District 14	36	246	159	595	107	713	61	357
Adams District 12	16	53	36	171	18	91	27	138
Adams District 50	38	203	43	233	9	47	10	63
Jeffco School Distric	0	0	43	228	48	302	33	135
Brighton 27J	0	0	0	0	0	0	34	174
Total Enrollment	155	786	470	2059	391	1988	259	1283

- **Recruitment and Retention Task Force**

The Boulder County Campus initiated a recruitment and retention task force during the Fall 2007 term to research and prioritize initiatives designed to recruit and retain students, particularly minority students. One initiative FRCC-BCC has started is an outreach program in English and Spanish for local middle and high schools to explain the value of earning a high school diploma and attending an institution of higher education. The program is designed to reinforce the importance of education and promote higher education in general.

- **The College Coaching Program**

The College Coaching Program at BCC (different from the Westminster Campus College Coach program noted above) provides case management support for specific populations (i.e. at-risk, under represented and special needs students) many of which are from ethnically diverse populations. Case management keeps students on track so that these populations have a greater opportunity to succeed in school. Faculty

feedback forms provide an early alert so students can get the help they need before failure is imminent.

▪ **Campus Enrollment and Retention**

Recruitment and retention of ethnic minority students is a focus of the Larimer Campus Enrollment Management Committee. This past year, a survey was conducted with the Hispanic student population to determine processes for retaining the Hispanic student population. Information collected has assisted with outreach and a new Latino Club was started on campus.

Lamar Community College

- Learning Support Services is centered on a Federal TRiO grant that provides specific, targeted, research-based support for 160 first generation, low income, and/or disabled students. This includes advisement, tutoring, assessment, cultural activities, transfer counseling, personal counseling, and other learning support activities geared towards promoting success. LSS will always be a major factor in ensuring the college is and remains a diverse environment. Percentages of minority students are much higher in this program than across campus as a whole.
- LCC continues to offer FastTrack programs to serve the needs of working adult students through a cohort-based, accelerated, hybrid delivery method.
- Adult Transition Services continues to be instrumental in providing ESL, Adult Basic Education, and GED testing. Partnering with LSS is vital to the success of these programs.
- The LCC Foundation solicits scholarship funds from several foundations to provide support for underserved students through the Community Scholarship Program. Examples such as the Pueblo Hispanic Education Foundation, Daniels Foundation, and Johnson Foundation.
- Nearly 80 percent of our student population is eligible for some form of financial aid. Combined efforts of Student Services, EOC, and LSS in working with students to complete all financial aid paperwork helps to ensure those students will receive the aid they are eligible for.
- Continue to work with SE BOCES in offering dual credit classes to service area students. Also working to assess these students at the high school to determine their level of ability.
- Continued partnership with Adams State College (REAP) in allowing students to complete both LCC and ASC classes towards the completion of their bachelor's degree. This program is also designed for the working adult.
- Coordination of events that expose students to a variety of educational opportunities. Transfer Fair, Career Fair, Taste of Traditions, and other events are designed to educate our students.



- Partnership with a local school district in a Federal Gear-Up grant, intended to identify and support underserved schools through an assortment of pre-collegiate support.
- Lamar Community College has a great interest in providing vocational/technical education to family members that would qualify for Temporary Assistance for Needy Families (TANF). Development of a WorkKeys program is a tool to reduce the high school dropout rate in our area and to provide a pathway to move those students into a vocational program of their choice. WorkKeys has been used successfully in this manner in other community colleges. In this type of training the student has the opportunity to develop employable skills while finishing the academic portion of their high school diploma requirements.
- Strengthening LCC by creating new academic programs through Title III. To build enrollment and much needed enrollment based revenues, LCC will propose to expand academic offerings through new degree programs and concentrations, enhancing both academic and career options for students.

Morgan Community College

Strategy: MCC has hired a full-time recruiter to work with 26 different high schools in the MCC service area in determining issues preventing underserved student populations from pursuing college opportunities.

Results: Underserved population enrollment increased from 23 percent in 2006 to 26 percent in 2007 and has remained at that level for 2008. This is 4 percent higher than the system-wide “Percent Resident Minority Headcount-Rural” of 22 percent.

The “Minority Retention Rate One Year After Entry (Not Including Transfer)” has been calculated (using on-campus reporting processes) to be 47 percent -- which is 3 percent higher than the last known minority retention rate of 43.8 percent in 2004-05.

Northeastern Junior College

- The enrollment of Resident Minority Headcount at NJC has increased from 7.2 percent in FY 2001-02 to the current 11.3 percent. NJC is an open enrollment college and many underserved students find their way to Northeastern Junior College. The recruitment area of the college has developed an excellent network with schools and other entities that have an interest in assisting underserved students in moving ahead to college. The NJC campus serves many of these students who need a lot of support and sense of belonging. The large base of traditional aged students who live on campus creates many opportunities for developing not only the academic lives of these students but their leadership capabilities. The Student Activities area of the college offers so many ways for our students to develop new friendships and learn about others who are different from their backgrounds. A specific program initiated by the Recruitment staff is called



LEARN (Latino Education Achievement Recruitment Network). This program's purpose is to motivate students at NJC to continue their studies and works to inform, encourage and motivate high school students and their parents to make higher education a priority. The LEARN council is a dedicated group of community collaborators who assist with many efforts including "Domingo En Casa" where the Latino NJC students are invited into the community to share a meal.

- There are several other programs here that target these students to assist them in making the adjustment to college and to helping them feel comfortable in rural Colorado. The campus Ombudsman is a local black minister who very effectively and informally creates connections with many students and assists their transition and thinking about their adult lives. People of Diversity, an active club on campus, plans many activities that spotlight diverse cultures and that welcome minority students. The Counseling and Advising Services area coordinates a mentoring program that supports underserved student populations.
- The Associated Student Government (ASG) budget allocates a certain portion of their campus activities funding specifically for "diversity" related activities that are lead by student groups. ASG also provides leadership to a SPIRIT Council that looks for ways to create opportunities for cross cultural relationship building and to address any concerns that are brought forward relating to this area. This fall, the Student Services department and ASG sponsored a special campus speaker (Professor Joe Martin on Tricks of the Grade: Street-Smart Strategies for Acing College) as a part of Freshman Orientation Week.
- Financial aid is offered and provided to students who qualify by reason of income level. In Fall 2008, NJC funded \$682,452 in Pell grants. A total of \$2,583,330 in financial aid supported NJC students in Fall 2008. The College recently received a Daniels Foundation grant that provided scholarship funds to students who were non traditional or who came to the school with a GED. The Anschutz Family Foundation funds the No Single Parent Left Behind grant and the NJC Foundation also supplies financial support of this population. The HOPE scholarship provides funds to students from the five county region who have a 2.5 GPA or from the state of Colorado who have a 3.0 GPA. One of the stipulations of this scholarship is that the student must maintain a 3.0 or attend the CLC five hours a week to keep the scholarship.
- Many underserved students are under prepared for college so the Student Support programs that are there for all students, are important to the success of this group. Students who are struggling with their class work are identified by their instructors if they have poor grades or poor attendance and are referred to the Counseling



Office for assistance. The Comprehensive Learning Center (CLC) provides free individual and group tutoring for students, offers help with study skills, and serves students with documented disabilities.

Otero Junior College

- Targeted scholarship opportunities have been put in place specifically oriented toward underserved students. These scholarships are specific to minority students, as well as, non-traditional students.
- Provide ESL (English as a Second Language) program to assist underserved students.
- OJC continues to partner with Adams State College to provide bachelor degree programs on campus through the REAP program. This program allows underserved students to stay at home and work on bachelor's degree.
- Expanded course offerings in online courses.
- Provide bilingual tutors to assist underserved students.
- Provide mentors (both students and staff) to assist and be there for the underserved student.
- Underserved students are involved in campus by involving them into the general student body activities, as well as, providing clubs that support diversity.
- Transfer Fair is sponsored on campus to assist underserved students with multiple scholarship opportunities.
- OJC in cooperation with the University of Colorado provides GED programming.
- OJC designates a position that is solely responsible for minority recruiting.
- In cooperation with the CSU-P, OJC provides specific counseling and advising to students who meet Trio guidelines.

Pikes Peak Community College

- PPCC has grown by 1,304 students over the past two years (Fall 2006 Census to Fall 2008 Census), an increase of 12.5 percent. During this period, students from ethnic minority groups increased by 15.6 percent. In contrast, White, Non-Hispanic students increased by 11.2 percent.
- More minority students are continuing their education at PPCC as well. Between Fall 2007 and Fall 2008, continuing African American men increased by 237 students, or 41.4 percent. Continuing Hispanic men increased by 320 students, or 60.9 percent. These numbers suggest that PPCC efforts to retain students are paying off, especially for students from ethnic minority groups.
- The Multi-Cultural Minority Men's Retention Specialist visits local high schools specifically to work with minority students and also advocates for enrolled minority students.
- The PPCC Foundation hosted Juan Williams, senior correspondent for NPR, political analyst for Fox Television, and columnist for the Washington Post in a trio



of presentations for the college and for the wider community concerning support and encouragement of multicultural students.

- PPCC and the 21st Century Charter School have signed a collaborative agreement allowing the Charter School to conduct classes at the PPCC Downtown Studio Campus, an effort to bridge the secondary and postsecondary gap for underserved students.
- The PPCC Early Alert Program was successfully piloted and is currently being offered on a larger scale.
- Student Support Services (a TRIO Program) provides tutoring and transfer information for underserved students meeting its demographic requirements.
- The Southern Colorado Educational Opportunity Center (SCEOC, a TRIO program), helps low-income and first generation students apply and successfully enroll in college (the program helps students apply to any college, with PPCC receiving many of its students) as well as helping students find scholarships.
- The Women's Re-Entry Program, Men's Re-Entry Program, and Veterans Upward Bound (a TRIO program) provide tutoring, help with forms and applications, provide a support group for clarifying goals, and allow networking with other students/faculty/staff.

Pueblo Community College

- The Director of Recruitment at PCC oversees a full cadre of Student Ambassadors that are assigned specific outreach responsibilities at our service area secondary high schools to recruit and enroll underserved students.
- The Office of Recruitment hosts an annual "PCC First" event for secondary underserved students providing them with early access to financial aid FASFA preparation, application and registration.
- Specific outreach programs are hosted for "Women's Re-Entry Programs" and "Men's Re-Entry Programs" that target underserved non-traditional students. Thirty-three new students enrolled in the Office Administration, Medical Transcription and Medical Coding & Billing programs due to the Women's Re-Entry Program.
- PCC's dual enrollment programs such as; Early College, PSEO and our AVEP (Advanced Vocational Education Program) are examples of our efforts to increase enrollment, retention and graduation of underserved students. For the Fall semester, there are 185 Early College Students, 267 AVEP students with 1,600+ credit hours.

Red Rocks Community College

- We have instituted Community Learning Centers in several locations targeting underserved students, including a social services agency (Jeffco Action Center), the Workforce Center and two high schools with high percentages of underserved students.



- Our "Gateway" Program works with the corrections department working to integrate offenders into college programs with several courses designed to help students acclimate to the college environment.
- With a growing number of students entering our English as a Second Language (ESL) programs, we have redesigned the curriculum in the ESL program so that students who complete the sequence will have gained the competencies necessary to enter college-level English. This will result in a faster pathway to a degree for this underserved population.

Trinidad State Junior College

A team of Trinidad State Junior College faculty, staff, and students visited local high schools to promote the Colorado Career Cluster Model of Career Pathways <http://www.coloradostateplan.com/clusters/CareerClustersModel.pdf> and over 250 students in the eighth, ninth, and tenth grade developed a plan of study that is now retained by their school counselor. In addition to this effort, high school juniors and seniors were invited on the Trinidad campus in the spring of 2008 to develop a plan of study and prepare for the transition to college. Approximately 300 students participated in one of the two sessions offered.

Additional enrollment and retention methods of underserved students include:

- Octoberfest – held in late October and offered to local high school students to visit the campus with their counselor to experience various educational opportunities. Approximately 200 students attend each campus's event.
- Personalized visits by the CTE Student Support Counselor to the high schools to work with Special Education counselors, students, and parents to assist the school district in creating an Individualized Educational Plan (IEP) for the student as they move from secondary to post-secondary.
- For the 2007-2008 academic year, the Student Support Services grant assisted 29 students identified as underserved by awarding \$44,805 dollars to aid the students in continuing their education.
- Partnership with CSU-Pueblo for the Educational Outreach Coordinator to assist students of the underserved population in filling out application, financial aid and registration materials.



The College Cost Reduction and Access Act and the Title V grants were written specifically to address the needs of minorities and underserved populations to improve persistence and graduation rates. These grants will fund:

- New student support services will target students in need of remediation and at risk of failing and will offer additional student resources to improve academic performance through student resource centers located on both campuses. Enhanced support services will include: a student resource center, assessment center, intervention specialist and distance learning proctor to give all students, especially Hispanic and low income students opportunities for improved academic attainment.
- New STEM programming created via the College Cost Reduction and Access Act will motivate new and existing Hispanic and low income students to pursue STEM degrees. An endowment will also be created to sustain and increase institutional capacity via the TSJC Educational Foundation.

Data

Sixty-seven percent of the students served by the Student Support Services grant in 2007-2008 were identified as minority with 70 percent identified as first generation and low income students. The other 30 percent of the students served in the 2007-2008 cohort identified themselves as “other.” Thirty-nine percent of the 2006-2007 TSJC student cohort were self-identified as “underserved.” This includes those students identified as low income (Pell Grant eligible), members of an ethnic or racial minority group, and white males.



Goal 2 (3.2): Faculty Salary Information

College	1998-1999	2001-2002	2005-2006	2007-2008	2008-2009	2008 Faculty FTE	2008 Average Years of Service as of Original Hire Date
Arapahoe Community College	\$ 40,092	\$40,784	\$42,706	\$47,402	\$51,105	97.5	7.6
Community College of Aurora	\$39,385	\$44,422	\$50,346	\$48,048	\$53,710	41	6.0
Community College of Denver	\$ 35,269	\$35,898	\$43,208	\$46,924	\$47,716	80	9.3
Colorado Northwestern Community College	NA	\$38,486	\$39,194	\$39,644	\$43,640	36.4	5.7
Front Range Community College	\$ 39,278	\$40,916	\$42,686	\$47,078	\$49,728	198.5	7.8
Lamar Community College	\$ 42,089	\$45,762	\$42,440	\$43,461	\$43,908	23	6.0
Morgan Community College	\$ 34,563	\$37,066	\$39,705	\$41,991	\$47,404	35.54	8.3
Northeastern Junior College	\$ 36,747	\$33,161	\$36,997	\$37,030	\$41,559	53	7.5
Otero Junior College	\$ 37,530	\$38,125	\$38,927	\$39,305	\$43,351	35	7.5
Pueblo Community College	\$ 38,753	\$42,464	\$46,112	\$46,390	\$46,731	87.5	9.0
Pikes Peak Community College	\$ 38,221	\$41,169	\$41,714	\$46,011	\$44,744	172	8.8
Red Rocks Community College	\$ 37,334	\$31,560	\$44,734	\$43,656	\$47,292	75.2	8.9
Trinidad State Junior College	\$ 34,112	\$36,252	\$38,359	\$39,009	\$36,343	50	9.2
Average/Total*	\$ 37,781	\$38,928	\$42,087	\$43,535	\$45,941	959.89	7.8

Reflects average annualized salary

*Total is for the FTE column



COLORADO COMMUNITY
COLLEGE SYSTEM

Goal 5 (1.3): Perkins Act State Plan

Colorado is under the new Perkins Act, therefore, 2007-2008 was a transition year in which no post-secondary data was required as part of the Perkins accountability reporting. Because of this, no data was collected. However, in the 2008-2009 academic year, there will be accountability data collected and reported.